

Rosebery Primary School - Strategic Improvement Plan 2013 – 2016 (version 2)

SCHOOL MISSION

Respectfully and Co-operatively striving for excellence with **Confidence, Integrity and Resilience.**

At Rosebery Primary School we will:

- develop resilient learners with a strong focus on respect through Restorative Practices
- be innovative in teaching and learning to academically engage and challenge our students
- provide collaborative and cooperative learning opportunities for all
- activate a sense of creativity in our students through a major focus on the Performing Arts and the use of Information Communication Technology (ICT).



This will be achieved through building resilient students through maintaining a caring nurturing and safe learning environment where students feel comfortable being themselves, taking risks, making mistakes, learning from them and growing as learners as a result. This connects strongly with our metaphor of the long-necked turtle which is also our school emblem for this very reason.


PRINCIPAL
GAIL SMITH

SIGNED 
DATE 29/7/13

SCHOOL COUNCIL CHAIRPERSON
BRENTON TAYLOR

SIGNED 
DATE 29/7/2013

DIRECTOR OF SCHOOL PERFORMANCE
HYLTON HAYES

SIGNED 
DATE 30/8/13

School Council Chairperson signs indicating that the Strategic Improvement Plan has been endorsed by School Council.



Teaching and Learning

- All students to be **literate and numerate** which means at or above agreed national levels.
- Use **data** to analyse, interpret and inform quality teaching and learning across the school.
- Documented whole **school curriculum plan** including scope and sequence, assessment schedule and identified targets. Design and implement a whole school **assessment plan** aligned with curriculum and school moderation processes. Use common assessment tools that have data stored in one common place for easy access.
- Review and implement a whole school approach to **Literacy and Numeracy**. Focus on First Steps Reading in 2013 and Maths Number in 2014
- John Hattie's **Visible Learning** approach to be clearly identifiable in every classroom. Classroom differentiation to be a feature of teacher programs and explicitly visible in the classroom (ESL, gifted and students with learning difficulties)
- Develop a strong **Performing Arts** Program with a specialist teacher delivering learning across the school with opportunities for students to participate in a wide variety of activities in and outside of school.
- **ICT** embedded practice will permeate across the school and **ICT** will be used within all teaching and learning spaces and accessed by all staff. The school will ensure this is fully supported by an ICT Technical support officer.

Target/Milestone	Data Source:	Strategic Link:	Commence Year:	Expected Completion Year:
<p>Use NAPLAN data,</p> <ul style="list-style-type: none"> • RAAD and school based data to integrate, analyse and inform continuous whole school improvement. • NAPLAN – 10% improvement in the number of students reaching National Minimum Standard across the school. 	<p>NAPLAN, whole school assessment plan, T-9 NET, PAT Maths, PM levels, PAT Spelling</p>	<p>Transparency and data driven decision making</p> <p>Literacy and Numeracy</p>	2013	Continual
<p>Numeracy/Maths - Whole School approach across the school</p> <ul style="list-style-type: none"> • Count Me In Too training in Semester 1, 2013 for cohort of teachers in Trans – year 2 • 100% of teachers using CMIT in EY • A number of targeted, evidenced based Maths programs are being trialled in Semester 2 of 2013 (Maths Tracks, Envision Maths, NZ Maths) by teachers in Year 3 to 6. All programs will be evaluated via the Evidence Based Framework at the end of the year and consensus reached as to which program will be used as a whole school approach for Years 3 to 6 from 2014. • PAT Maths – targets yet to be determined. 	<p>PL data</p> <p>Teacher Programs Classroom Walkthrough data</p> <p>PAT data</p>	<p>Literacy and Numeracy</p>	2013	2016
<p>Literacy/English – Whole School approach across the school</p> <ul style="list-style-type: none"> • 100% of teachers using First Steps Reading as their approach • 100% of EY teachers using Jolly Phonics and Jolly Grammar 	<p>First Steps data</p> <p>Teacher programs</p>	<p>Literacy and Numeracy</p>	2013	2014



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<ul style="list-style-type: none"> 100% of Year 3-6 teachers using Spelling for Life (SPA) (2016) Inquiry process employed through external coach, into the teaching of Reading with targeted teachers. Intention to expand with an in-house model through the use of cognitive coaching with co-teaching pairs. PAT Spelling, Grammar and Punctuation – targets yet to be set 	SPA Diagnostic tool PAT data	Literacy and Numeracy School our community heart		2015
<p>Visible Learning</p> <ul style="list-style-type: none"> 100% of classrooms across the school using approaches of VL 100% of students exhibiting all VL characteristics (2016) 100% of teachers using Learning Intentions and Success Criteria Assessment for Learning a major focus for all teachers Data visible and feedback ongoing 100% of teachers differentiating for students 	Teacher programs Classroom Walkthroughs Classroom work and books	Literacy and Numeracy School our community heart	2013	2015
<p>Whole School Curriculum and Assessment Plan</p> <ul style="list-style-type: none"> 100% of teachers use the NT Scope and Sequence for planning with the Australian Curriculum 100% of teachers follow the Whole School Assessment Framework Cross School moderation will take place each semester. Database for Assessment storage and recording for all students 	Teacher programs and checklists Data available at pre-determined times as specified in framework Assessment Database	Transparency and data driven decision making Australian Curriculum Implementation	2013	2016
<p>Performing Arts</p> <ul style="list-style-type: none"> 100% of students from Years 4 - 6 have the opportunity to learn a musical instrument 100% of students participate in the school's major musical production every 2 years. A Special PA Teacher will be continued as a key educational focus 	Lease agreements data Attendance data for Instrumental program	Literacy and Numeracy School our community heart	2013	2016
<p>ICT embedded learning</p> <ul style="list-style-type: none"> 100% students will have access to computers to enhance learning ICT tools for learning will become part of every classroom 100% of teachers will self identify learning needs by completing the ELITE survey annually ICT Technical Support person will be in place to support classroom teachers so learning is not impacted. 	Computer purchase data ELITE survey data Staffing model	Literacy and Numeracy	2013	2016



Wellbeing

- **School expectations/values** linked with visuals and embedded throughout the school.
- Rosebery Primary School known as a strong **Restorative Practices** school where Kids Matter.
- **KidsMatter** is a social and emotional wellbeing program to be embedded across the school and community in order to improve resiliency in students supported by a Parenting program.
- All members of our school feel safe and happy in our school **learning environment**.
- Staff **work/life balance** and wellbeing focussing on resilience
- Provide ongoing support and training for staff and community around anti bullying and **Restorative Practices**

Target/Milestone	Data Source:	Strategic Link:	Commence Year:	Expected Completion Year:
School values/expectations <ul style="list-style-type: none"> • embedded in everyday school life • visuals around the school • students can articulate and explain the school values • Values are explicitly taught each term in every classroom 	# of Awards at Assembly Teacher programs and classroom walkthroughs Behaviour data	Schools as positive learning places. School our community heart	2012	2016
All Staff maintain a work/life balance <ul style="list-style-type: none"> • Appreciations visually on portal • Celebrations of staff successes • Staff social sessions • Coaching/mentoring available to all staff if needed 	Staff absence data Portal data	Getting the Right People	2013	2016
Restorative Practices <ul style="list-style-type: none"> • 100% of teachers using as daily routine • 100% of teachers trained in Restorative Practices • 60% minimum return of learning environment perception surveys • KidsMatter – SEL used across the school (commencing 2014) • Special Education Teacher engages with students, teachers, parents and support staff regularly. • Social and Emotional Learning embedded in programs for students • Students and teachers engage with ‘check in circles’ • Triple P Positive Parenting Program introduced and numbers undertaking the program to triple by end of 2016. 	Perception Survey data Teacher programs and Classroom Observations Perception Surveys Attendance at Triple P program	Schools as positive learning places. Partnerships Specialists Services	2013	2016



Participation, Transitions and Pathways

- Adopt an **attendance** strategy supported by policy to ensure Every Child Every Day.
- **Early Years Learning Framework** implementation with planning and resourcing in line with the National Quality Framework
- Strong **Preschool to Transition** pathway for students
- **Mentoring Program** for years 5/6 students with younger students (buddy program), support in the play ground at lunchtime and with Rosebery Middle School students for reading.
- Continued lobbying for the building of a **second preschool** to be built to cater for the growing young families in the priority enrolment area
- **Child Care Services** will be explored to feed into the preschool of Rosebery Primary School as a smooth transition to full day preschool and pursuing the notion of a Rosebery precinct for learning.

	Target/Milestone	Data Source:	Strategic Link:	Commence Year:	Expected Completion Year:
	<ul style="list-style-type: none"> • Increase attendance average from 91.9% to 93% in 2013 with incremental milestones of .5% 	SAMS attendance data	Every Child Every Day	2013	2016
	<ul style="list-style-type: none"> • Early Years Learning Framework • All teachers in Preschool and Transition implementing the EYLF. • Preschool to school transition program in term 4 for preschoolers. 	Teacher program	Regulatory and cross-agency functions NT Early Childhood Plan	2013	2016 ongoing
	<ul style="list-style-type: none"> • Mentoring program • Year 6 students will all be involved in a buddy program with younger students. • Year 6 Student Leadership group will support students at lunchtime. • Year 7 & 8 students from RMS will undertake a reading mentoring program with Year 5/6 students for a term. 	SLC Group Number of times	Schools as positive learning places.	2013	2013 – 2016
	<ul style="list-style-type: none"> • Second preschool building • Preschool extended to cater for the need (4 classes) 	Demographic data	Universal Access	2013	2016
	<ul style="list-style-type: none"> • Child Care Services • Establishing a child care centre onsite or build partnerships with child care facilities to feed Rosebery in a meaningful way. 	Demographic data Enrolment data	Universal Access	2013	2016

Partnerships

- **Build strong partnerships** with school, families and community to connect with services that provide support for families whilst valuing diversity and effectively communicating to parents.
- Grow the **After School Care Program** in partnership with Outside School Care NT who manages the program. Introduce Vacation Care and Professional Learning Day Care to families with the view to fundraising and building a specifically designed space for ASC.
- Build strong partnerships between the **Defence Support Transition Aide** worker and Defence Families at Rosebery Primary School.
- Continue partnerships and mentoring program with **Rosebery Middle School**.
- Offer the opportunity for greater **Community Engagement** through a Mother's Group and Play Group to support the covering of library books and the engagement between families and the school community. DSTA to be involved. Build a robust partnership with Community in the care of the school after hours.

Target/Milestone	Data Source:	Strategic Link:	Commence Year:	Expected Completion Year:
Build strong partnerships <ul style="list-style-type: none"> • Continue partnership with NT School of Music • Continue partnership with CatholicCare NT • Develop ongoing connections to community services that support the needs of Rosebery Primary School families. 	Music school teachers involved in program Triple P program attendees	Regional	2013	2016
After School Care Program <ul style="list-style-type: none"> • Establish a vacation care and professional learning ASC service as an extension of the ASC program. 	Enrolments to sustain	Regional	2013	2013
Defence Support Transition Aide <ul style="list-style-type: none"> • Engagement in classes for the DSTA 	Hours of classroom support provided for Defence students	Regional	2013	2016
Rosebery Middle School <ul style="list-style-type: none"> • Set up fortnightly reading mentoring group • Connect with Clontarf once per week • Strategic planning meetings once per semester 		Regional	2013	2016
Community Engagement <ul style="list-style-type: none"> • 10% of families attending Mothers' Group and/or Early Play Sessions • Increase of parents participating in school/community events • Have a caretaker onsite for care and support across the Precinct of both Rosebery Schools. 	Numbers attending via attendance roll	Regional	2013	2016

Leadership

- **Professional Learning** embedded in the school culture targeting individual teacher needs. Build capacity targeting individual staff needs through a rigorous **Performance Management regime**.
- **Data literacy** led by the leadership team across the school.
- **Leadership at all levels** supported through staff undertaking leadership courses to meet the schools ambition to have dispersed leadership.
- Grow a culture of energy efficiency and sustainability. Develop a school wide **Energy plan** to look at decreasing carbon emissions through classroom programs, engaging in garden plot work and raising awareness of the school's solar panels and SETS program for tracking and learning.
- **ICT tools for learning** across the school with support embedded by maintaining an ICT support positions within the school.
- Financial management to be adept at using DECS and Federal funding to cater for school programs freeing up the use of school raised funds for growing school resources and infrastructure needs.
- All **leadership team members** to be 'Coach/Mentoring' trained to work with staff in a collegial manner to improve outcomes.
- Develop pathways for **classroom support staff** to grow their expertise.
- Establish a set of **Student Leadership Programs** within the school eg Year 6 SLC, Peer Mentoring Program, ICT group, Energy Rangers, Green Thumb Group, Chess Club etc.

Target/Milestone	Data Source:	Strategic Link:	Commence Year:	Expected Completion Year:
Professional Learning & Performance Management <ul style="list-style-type: none"> • All staff to undertake performance management annually • All teaching staff to have clearly defined PL pathways aligned to National Standards for Teachers. • Professional learning targeted and identified from PM process 	PM and PL database.	Transparency and data driven decision making	2013	2016
Data literacy <ul style="list-style-type: none"> • All teachers using online assessment data storage • All teachers provided with ongoing updating of knowledge around data literacy 	Assessment database	Transparency and data driven decision making	2013	2016
Leadership at all levels <ul style="list-style-type: none"> • Leadership/coaching course undertaken by at least one staff member each year • 2nd Assistant Principal employed 	Enrolment in course Staffing allocation	Getting the right people	2013	2016
Energy and Sustainability <ul style="list-style-type: none"> • Establish a student group for monitoring energy efficiencies • Each class group establish and maintain a garden plot which can provide produce to the school canteen 	SETS Website	Literacy and Numeracy	2013	2014



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<p>ICT tools for learning</p> <ul style="list-style-type: none"> • Develop a ICT Strategic Plan in 2013 • All staff complete ELITE self assessment annually for targeted learning and professional growth • Purchase laptops to sustain a growing school • ICT contingency plan for replacement and growth 	ELITE	Regional	2013	2016
<p>Financial management</p> <ul style="list-style-type: none"> • Maintain a tight fiscal 'inbalance' budget • 	MYOB	Regional	2013	2016
<p>Leadership team</p> <ul style="list-style-type: none"> • All trained in Cognitive Coaching or Mentoring course. 	Qualifications/certificate	Regional	2013	2016
<p>Classroom support staff</p> <ul style="list-style-type: none"> • All classroom support staff to have Cert III in appropriate area as a minimum or working towards 	Qualifications	Regional	2013	2016
<p>Student Leadership Programs</p> <ul style="list-style-type: none"> • All year 6 students to undertake a student leadership program. • SLC to conduct lunchtime activities in Semester 2 of each year 		Regional	2013	2016